

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Sister Nancy Elder, IHM

Official School Name: Queen of Peace Catholic Academy

School Mailing Address: 10900 S.W. 24th Avenue
Gainesville, FL 32607-1207

County: Alachua State School Code Number: 0818

Telephone: (352) 332-8808 E-mail: dscoogan@qopacademy.org
Fax: (352) 331-7347 Web URL: www.qopacademy.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Patricia Bronsard Superintendent e-mail: pbronsard@dosaf1.com

District Name: Diocese of St. Augustine District Phone: (904) 262-3200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Stockman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	21	19	40		6	17	12	29
K	24	26	50		7	15	11	26
1	31	19	50		8	12	12	24
2	25	17	42		9	0	0	0
3	15	34	49		10	0	0	0
4	17	26	43		11	0	0	0
5	11	18	29		12	0	0	0
Total in Applying School:								382

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
15 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	357
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 1

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>12</u>	<u>2</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>37</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	96%	96%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	18%	10%	21%	0%	13%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Two teachers did not renew contract at QPCA in 05-06. One teacher retired and one teacher went to teach at a public school.

Four teachers left QPCA in 07-08 Two left at the end of their contract to attend graduate school. Two located out of state.

Four teachers left in 09-10. Two relocated out of the country. One went to run her husband's business. One decided to be a stay at home mother.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Our mission- At Queen of Peace Catholic Academy, we learn the gospel message, live as disciples of Jesus and grow in knowledge as we build the Kingdom of God.

The Academy is located on 27 acres which includes a Church, Cafeteria, nineteen Classrooms, Media Center, Computer Lab, Gymnasium, Playground, Athletic Fields, Science Lab, and an Administration Building. Located in Gainesville, Florida and home to the University of Florida and Shands Healthcare (an affiliation of the University of Florida Health Science Center), Gainesville is a highly academic community with a focus on the arts and athletics.

Queen of Peace Catholic Academy opened in August 2000 welcoming 55 students into three grades: pre-kindergarten, kindergarten and first. Today the Academy is home to 382 students from Prek to 8th grade. With our Mission rooted at the center of our school community, the Academy believes in the use of developmentally appropriate practices, enrichment at all levels and personal spirituality in order to utilize all of one's gifts. The Academy offers not only an excellent curriculum, but places a strong emphasis on both the arts and athletics, with a focus on Foreign Languages-Chinese and Spanish, Advanced Math, Music, Choir, Physical Education, Band, Technology, Library, Art and the Middle School Sports Program that includes Volleyball, Soccer, Basketball, Cross Country, Golf, and Track and Field. After school enrichment programs are offered and include Tennis, Drama, Strings, Chess, Choir, Scouting and YMCA Sports for grades K through 5th.

QPCA's academic objective is to educate and revolutionize the way we teach in order to energize and engage students by sharing new knowledge and a greater understanding of emerging technologies, demographic changes, and the move toward a global society while understanding the important role one plays as a responsible citizen and effective community leader. To achieve these objectives, the principal utilizes prominent community leaders with a multiplicity of strengths that provide us with advice on the ever changing needs of the student/classroom environment. As a result of this relationship, we have integrated co-operative learning and differentiated learning. Our focus for 2010/2011 school year is technology, specifically the study and introduction of how we re-engineer our teaching to engage and improve students' media literacy. Classroom technology includes a document camera, projector, and slate pads. To insure that the QPCA staff has the tools to plan out and meet objectives, staff attends monthly staff meetings, professional staff development in-services, and biweekly team teacher meetings which all have a 99.9% attendance rate.

The Academy affirms parents as the primary educators of their children and unique to the Academy are the parent education programs scheduled throughout the year. They are established based on need, parent/staff suggestions and society driven factors. Programs that have been provided are, but not limited to the following: Special Needs Panel Discussion (the panel was made up of University of Florida professionals), Middle School Expectations and The Psychological Development of Teenagers, and Internet Safety.

Our mission statement is not only taught in class, but lived throughout the day. Each year the Academy focuses on two community service projects which include the support of the bi-annual church mission to Haiti, and collections of canned goods for Catholic Charities. Unique to the Academy is the "Mentoring Program" which is attended weekly by all middle school students and used to empower them to be advocates in lessons of tolerance and compassion, and "Operation Friendship" whose objective is to teach all grades the definition of friendship, how to be a good friend and how to handle unfriendly behavior. Both programs are supervised by the Guidance Department and utilize diverse and committed role members from our community willing to share their time and talents with our students.

Queen of Peace Catholic Academy offers the students a host of opportunities for exploration of their own personal achievements. National Awards to date include: the DAR, National History Essay Contest in which we took 1st and 2nd Place in 2006, and 1st and 2nd Place in 2007 and the West Point Bridge Contest in which we were the County Winners in 2008, 2009, 2010, and in 2010, one of our students took 2nd Place in the State.

Other awards include the 2005 NCEA awarded to Principal Sr. Nancy Elder, IHM, for “Outstanding Educator Award” and in 2004; Sr. Nancy received the “Knights of Columbus, Educator of the Year” award.

In 2007 Queen of Peace Catholic Academy was accredited by the Florida Catholic Conference and received exemplary marks.

Principal, Sr. Nancy Elder, IHM, along with staff, students, parents and the Church community are committed to the children of Queen of Peace Catholic Academy as well as the community of Gainesville, Florida. Our students’ achievements on the IOWA’s are a direct result of our steadfast conviction to offer the students a wide variety of opportunities to grow in faith and academic excellence.

1. Assessment Results:

Queen of Peace Academy students in the third through eighth grade take the Iowa Test of Basic Skills (ITBS) every October. The second grade receives the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) annually in March. The Iowa Test of Basic Skills (ITBS) is a battery of standardized tests used to aid the evaluation of students' performance in reading, language, and mathematics. Students in grades four, six and eight are also tested in science, social studies, and sources of information. The Cognitive Abilities Test (CogAT) is a test of reasoning skills. There are three parts to the CogAT: Verbal Battery, Quantitative Battery, and Non-Verbal Battery.

Reading includes individual tests in vocabulary and comprehension. Mathematics consists of tests in concepts and problems, estimation, and computation. The individual tests assist in highlighting specific areas of strength/weakness. The conditions for administering and scoring the ITBS and the tasks that students are asked to complete are the same as for a control group of students at each grade level. The control groups are used to set up "norms," thereby providing a standardized opportunity to compare each student's scores to a national representation of students. The circumstances also remain the same from year to year which allows assessment of an individual student's growth from one testing period to the next. Information about the students' performance is critical to decisions related to establishing learning objectives, obtaining and utilizing instructional materials, and providing a successful learning environment.

The students' ITBS scores in reading and mathematics over the years, display the school's and family's commitment to achieving academic excellence. The pattern of the ITBS scores across the board has exhibited a consistent track record of the Academy's vow to their mission statement, and community. The continuous assessment of the ITBS scores is a significant component utilized by administration in their modification and implementation of tools needed for continuous academic success. The Academy Administration and staff utilize every opportunity available, in order to track and apply the educational trends of tomorrow, so that the student's needs are met. Our aspiration for success in personal academic achievement for all students guides us in our examination of classroom management skills, as well the implementation of various programs i.e.; cooperative learning groups, differentiated learning programs, and the integration of technology in all classrooms. Our focus on the individual student's needs and the opportunity to expose them to many ways of learning has had a proven track record of maintaining the desired ITBS results.

In 2009 the fall math and reading scores for the class of 2012 experienced a notable drop from the previous year. We believe this decrease reflected the transitory nature of the Gainesville area, as we received a large influx of students that year with varying previous educational experience. Taking this into consideration, afterschool tutoring sessions were offered to those students as well as weekly opportunities for in-school tutoring, and small group sessions. The additional study time resulted in a significant increase in the scores for 2010 with a 13 point increase in math, and a 10 point increase in reading. In 2005, the Class of 2011 experienced the same circumstances in which there was an influx of new students resulting in lower scores for the fall ITBS. The focus on additional opportunities for needed instruction was available, resulting in a 22 point increase in math and an 11 point increase in reading.

Queen of Peace Academy has seen a reduction in significant losses, and a measured increase in reading and mathematics scores as a result of the interventions that were put into place. The school will continue on this path to ensure that our students are achieving their academic potential.

2. Using Assessment Results:

The results from standardized assessments provide schools with the diagnostic data necessary to improve individual student and overall school performance. At Queen of Peace Catholic Academy the students in grades second through eighth take the Iowa Test of Basic Skills (ITBS), a comprehensive standardized assessment of student progress in major content areas. The results from the ITBS guide the administrators and teachers in making decisions regarding individual students, classroom focus, school wide curriculum, and professional development.

Each teacher looks at individual classroom data and evaluates the classes strengths and areas of concern. Such information allows the teacher to identify areas that the entire class has mastered or areas that need additional instruction. The teacher is able to reflect on his or her own teaching and make the changes necessary for student success. Furthermore, the teachers are able to identify individual student needs. Changes in small group instruction often result from this data. These groups are flexible and change based on the students' needs throughout the year.

As a school, the faculty comes together and identifies grade-level strengths and areas of concern. Brainstorming sessions about how to improve these target areas are addressed. These sessions result in strategies, ideas, and goals from the entire faculty.

Results from the 2008 ITBS scores, for example, indicated a need to improve math computation. In order to address this need math centers were implemented in grades first through fifth and professional development days focused on "hands on math activities." Other changes made to the curriculum as a result of ITBS testing include: curriculum mapping across grade levels to ensure continuity, instruction in learning strategies, and additional writing instruction with a focus on editing.

Each year the results from the ITBS are reviewed and decisions are made to ensure optimal learning for all students at Queen of Peace Catholic Academy.

3. Communicating Assessment Results:

The following describes the methods in which Queen of Peace Catholic Academy uses to report assessment results to students, parents, the school board, and the community.

Academic briefings are provided to students based on individual results. Follow up meetings are scheduled to discuss strengths and weaknesses. Students have access to Edline which includes their individual test grades, the class norm, cumulative grades and homework assignments.

The Academy believes that parents are the primary educators of their children and that they should have the availability to monitor their child's performance daily. Our parents are encouraged to make daily use of Edline, which gives them direct access to their child's grades and conduct. Parent/teacher conferences are scheduled twice a year for all students. Mid-quarter progress reports/quarterly reports give teachers, students and parents the opportunity to review student progress. Parent group meetings are scheduled in which parents are updated on the school's progress including the IOWA results.

Monthly meetings are scheduled in which the Principal provides the School Board background information about the assessment effort itself. It explains what was assessed, what types of assessments were used, why they were used, and how the results will be applied and reported.

Assessment results to the community have been reported through parent meetings, displays, information tables, school web page, email, weekly church bulletin, newspaper/magazine articles, and a weekly update by the Principal to all staff, school and church families.

4. Sharing Success:

The accomplishments of Queen of Peace Catholic Academy is a direct result of the commitment that the students, families, teachers, administration, parish community, pastor and principal have made to the children and community of Gainesville.

Our accomplishments are shared through a vast array of media exposure. The tools used to share the good news of the Academy have been through the Academy Website, Parish Bulletin, and Weekly Updates via email by the Principal, and the utilization by staff on Edline. The Academy uses monthly advertising through print media in which Academy news is delivered right to the homes of Gainesville by direct mail and can also be found in newsstands and private offices throughout the Gainesville area. We utilize various websites such as “Great Schools” and “Private School Review”, both websites that specialize in promoting schools. The Gainesville Sun (the local paper) as well as local radio and television are utilized for all special events and accomplishments of the students and school. Hypermedia such as use of the Animoto videos can be found on our website in order to share the programs and interest of the students. Social networking i.e. Facebook has been initiated to enable us to keep in touch with our graduating classes.

Other ways we share is through personal tours of the school, various student exhibits in the Church, student participation in weekend Mass in which prayers and readings are done in Chinese and Spanish, as well as special musical performances in English, Chinese and Spanish in which members of the Gainesville Community are invited to attend.

The principal has scheduled monthly meetings with Diocesan principals, the Catholic School Principals and Pastors of the Gainesville area, the Advisory Board, Queen of Peace Community Church Board, Church Finance Council and the Middle School Committee.

The Principal/Assistant Principal give presentations at weekend Masses throughout the Gainesville Area, and the principal presents the “Spirituality of Principals” to New Catholic principals in Florida.

Other opportunities to share include Academy sponsored events such as the Annual Cross Country Invitational in which all elementary/middle schools in Alachua and surrounding counties are invited, and the presence of our Middle School band at the Diocesan Music Festival.

In conclusion, the Academy celebrates all that we are in as many ways made available to us. We look forward with great hope in having the honor of being awarded a Blue Ribbon School to share with the community.

1. Curriculum:

The curriculum at Queen of Peace Catholic Academy is focused on developing self-motivated learners who think critically about the world and use their knowledge and understanding to be ambassadors of Christ in all aspects of their lives. The curriculum is based on diocesan, state and national standards, best practices in education, and the school's mission statement and philosophy. Teachers from Queen of Peace participate in updating curriculum objectives on the Diocesan level.

The daily curriculum consists of Language Arts, Mathematics, Faith, Science, and Social Studies. All grade levels (PK-8) participate in Spanish, Chinese, Art, Music, Physical Education and Technology on a weekly or twice-weekly basis.

Instruction in all areas of the curriculum takes into consideration the different learning modalities of all students, the different background knowledge and skill level that each student brings to the class, and the need for both individual and social learning activities. Teachers provide significant learning opportunities and assessments for students who learn best through visual, auditory, or kinesthetic activities. They also provide differentiated instruction and activities so that students are challenged to grow at every level. In addition to holding students accountable for individual learning, teachers structure many lessons and activities to promote cooperative learning and collaboration with peers.

The Language Arts curriculum includes instruction in reading, writing, and speaking. The reading component is based on five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In the writing component, students are taught grammar, how to write in various forms, such as narratives, persuasive essays, journals, letters, and research reports, and to use graphic organizers and rubrics to help writing skills. Students keep a writing portfolio throughout elementary school, which they use to evaluate their own writing in grade five. The speaking aspect of the curriculum begins in kindergarten with "show and tell" and continues at each grade level as students become more proficient at giving formal speeches.

The mathematics curriculum at QPCA is designed to develop mathematical concepts and processes that can be used to solve a variety of mathematical problems. Mathematics is taught with hands-on activities and technology to enhance learning. Areas of study are number and operations concepts, algebra and function skills, measurement and geometry skills, statistics, data analysis and probability skills, and mathematical reasoning skills. Students in middle school are offered pre-algebra and algebra courses.

Faith is lived and taught throughout the day at QPCA. Students learn the tenets of the Catholic faith daily, attend Liturgy and prayer services. Students live out their faith through participation in school service projects, such as picking up trash around campus, tidying up the church pews, and collecting and sorting the school's recycling.

The science curriculum at QPCA teaches students to understand basic science concepts, complete experiments, and problem solve. Topics in this curriculum from K-5 are the scientific method, life sciences, health, earth and space, and physical sciences. In middle school, students are taught geology in grade six, biology in grade seven, and physical science in grade eight.

The Social Studies curriculum correlates with state, national social studies and geography standards. In the elementary grades, students learn about history, geography, civics, and economics beginning in Pre-K with an emphasis on human families broadening each year to include neighborhoods and local communities. In grade four, students are introduced to geography and learn about the state of Florida. In grades five and six, students learn world geography and history. In grades seven and eight, students learn

American history. Emphasis is placed on learning and using past events in order to recognize change and hypothesize about the future.

Queen of Peace Catholic Academy considers foreign language instruction to be very important. Every student at the Academy, from Pre-Kindergarten to 8th grade attends both Spanish and Chinese instruction twice-weekly. Students are taught grammar, pronunciation, reading and writing, along with Spanish and Chinese history and culture. Our foreign language curriculum follows the Sunshine State Standards for Foreign Languages.

QPCA's Program of the Arts includes both visual and performing arts. Art instruction focuses on the fundamentals of color, form, and expression through a variety of media, as well as instruction in art history and appreciation. The music program includes instruction in music theory, appreciation, and band. All elementary students attend music class weekly. Students in the older grades have the opportunity to participate in either Band or Music Appreciation. Students display their artistic accomplishments each year at the Christmas and Night of the Arts concert and art showing.

All students from Kindergarten to 5th grade participate in Physical Education twice-weekly and students in grades six, seven and eight meet three times weekly with an emphasis on the need for physical activity, the benefits of nutrition related to health, and the building of skills that support active lifestyles. Engagement of team building is used to raise self-esteem, practice communication skills, and experience community building.

A state of the art Technology lab is available to all students with scheduled class times allocated at least once a week. Specific class project times are available for use of the lab during all unscheduled periods. Presently, seven out of our fourteen classrooms have been fitted with document cameras, slate pads, projectors and screens. The opportunity to have advanced technology in Kindergarten through Eighth grade easily and effectively integrates technology into our Math, Science, Language Arts and Social Studies subjects while providing students with the skills they need for success in the 21st Century.

2. Reading/English:

The reading curriculum for the early education grades at Queen of Peace Catholic Academy focuses on developing students' phonemic awareness, phonics, fluency, vocabulary and reading comprehension at a developmentally appropriate level. At each grade level teachers employ a variety of strategies in order to engage students and help develop the necessary skills. Strategies such as whole group instruction, small group instruction, as well as intervention strategies, for students who are in need of additional instruction, help meet the needs of all students at the primary level. Our reading program's scope and sequence aligns with the Diocese of St. Augustine's objectives as well as provides systematic instruction in order to build the foundation for successful readers.

The reading program used in the fourth and fifth grades focuses on employing a variety of comprehension strategies including summarizing, asking questions, inferring, and synthesizing a variety of genres across the curriculum such as informational and fictional texts. In addition to comprehension strategies, the intermediate grades also focus on content and literature based vocabulary instruction. Instruction that focuses on affixes and root words is incorporated through a variety of word study activities that ensures that generalization across the curriculum.

Each classroom teacher facilitates a home-school connection in order to provide parents with resources and programs in order to best serve the needs of their child at home. Instructional CD's and a classroom webpage provide parents with a multitude of information and resources to encourage parent-child learning interactions. The school also has a full-time learning resource teacher available to help facilitate differentiated instruction and provide parents with information and strategies to use at home.

Language Arts at the Middle School level focuses on the core areas of literature, grammar, vocabulary, and writing. The curriculum of this class is developed to meet the objectives mandated by the Diocese of

St. Augustine. For the area of literature, students focus on a genre of literature per quarter as well as at least one novel study throughout the year. The areas of writing and grammar are taught together to illustrate how both are connected. Students write a minimum of one major essay or paper per quarter along with smaller compositions related to the study of literature. Students complete at least one written composition every other week using the Criterion Online Writing Service. This program allows for students to get instant feedback in regard to grammar, usage, mechanics, style, organization, and development. It allows for students to edit their writing with multiple submissions. In addition, students write the “Great American” Research Paper beginning research in the first semester and composing the paper in the second semester. The research paper is part of a larger cross-curricular project between Language Arts, Social Studies, and Art in which students become their “Great American” and portray this person in a History Fair. Vocabulary is completed independently but is assessed in class through quizzes and use in writing.

In order to address the reading skills of students who read below grade level and help improve these skills, students receive assistance from both their classroom teacher and the learning strategies teacher. The classroom teachers reinforce comprehension strategies through the use of graphic organizers in multiple core subjects in addition to Language Arts. Students also receive all group lessons on reading comprehension, study skills, and test-taking strategies from the learning strategies teacher. For a student who may need additional time to improve on reading skills, the learning strategies teacher is available to work one-on-one with a student to help develop a plan that will best benefit that student in reading comprehension.

3. Mathematics:

The elementary math curricula focuses on mathematical content goals and the development of mathematical fluency in students. A necessary capability that is developed and reinforced across all grade levels is mastering basic computational and procedural skills in order to make connections among these skills and foster fluency in mathematics. Computational and procedural skills are those skills that all students should learn to use routinely and automatically. Students practice basic computational and procedural skills sufficiently and use them frequently enough to commit them to memory. The diocesan mathematics curricula build on both the mathematics standards from Florida (Florida Sunshine State Standards) and the National Council of Teachers of Mathematics Principals and Standards. The curricula addresses the needs of all learners and provides learning that lays the needed groundwork for success in subsequent grades and mathematics courses. Some of the skills that are cultivated are: developing logical thinking and reasoning skills, becoming adept problem-solvers, and to appreciate connections between mathematical concepts and other disciplines. The elementary mathematics curriculum objectives are arranged within the following five skill categories: number and operation concepts, algebra and function, measurement and geometry, statistics, data analysis, probability and mathematical reasoning.

Teachers at Queen of Peace Academy believe that all students can learn mathematics. With a wide range of technological resources, teachers can present lessons suitable for all learning styles, capturing students’ attention, and keeping them engaged. Combine this technology with CRISS strategies, “foldables”, and manipulatives and you will find Queen of Peace Academy students animated and enjoying their mathematics classes.

The mathematics curriculum tries to balance memorizing and practicing basic facts and drills with discovery through group and independent exploration. From math centers in the elementary grades to math labs in the middle school, students are taking an active role in their learning.

Mathematics courses taught in the middle school are: 6th grade, 6th grade advanced, 7th grade, pre-algebra, 8th grade, and Algebra 1. Students are tested at the end of each year and are placed in the next level course based on the school standards.

This year the middle school implemented a third math teacher for 8th grade. The 2009- 2010 end of the year exam for 7th graders showed the students naturally divided into three categories. This new course

allows students who were not yet ready for Algebra 1 a chance to revisit the Pre-algebra skills. Beside this intervention, the Glencoe Mathematics series being used in middle school has daily intervention opportunities for all grade levels. On-line tools also give students access to examples, extra practice, and tutorial aids.

4. Additional Curriculum Area:

Queen of Peace Catholic Academy instills a deep interest in the varied fields of science by recognizing a child's natural curiosity regarding their world. The academy seeks to enlarge the scope of its students' role as active learners. Beginning with pre-k and kindergarten students' exploration of the effect of temperature and humidity on hatching success of chickens to eighth grade students' use of force vector analysis to design working scale models of roller coasters, Queen of Peace Academy is committed to fostering students able to accept the scientific challenges of the 21st century. The importance of interdisciplinary lessons and methods to aid in the process is evident by its presence on in-service and faculty meeting agendas throughout the year.

The state of the art science laboratory was opened in 2009 and incorporates equipment necessary for students' experimentation in geology, biology, physics, chemistry, botany, and general science. With the regular use of the laboratory setting students are encouraged to become active learners able to manipulate complicated equipment to enhance their knowledge base of the physical world and strengthen their understanding of the scientific principles contained within their classroom textbook. Cooperative learning groups for each laboratory exercise also validate multiple learning modality students and seek to increase students' interpersonal problem solving skills.

The physical organization of the laboratory allows students of all grade and aptitude levels the ability to fully participate in the ongoing experimentation. Laboratory tables for middle and lower grade students are contained within the space and equipment appropriate to each is available. The laboratory work area includes three computers with internet access and linked to the school's computer lab and printers. This connection allows the downloading of all collected data from student handheld probes to be used by the students for the creation of graphs and spreadsheets. The vital interface between math and science is strengthened through this. Further connections occur in the middle school with Queen of Peace Academy students' participation in the state and national West Point bridge computer-assisted design contest.

The science curriculum for students in grades Prek-5 culminates in the Spring Science Fair. This program allows each grade level to design and carry out experiments tied to their diocesan standards. Upon entering middle school, students are required to identify a real world problem currently without solution (as per the United States Patent Office website) and through the scientific method, design, build, and evaluate a solution in the form of their own invention. Results of their efforts are presented at an Invention Fair.

While the school community applauds these competitions it also addresses the need for personal responsibility of each student to share in their stewardship of the earth. With this goal, a school-wide recycling campaign was instituted in 2007. The program includes all grade levels and is directed as a school citizenship duty by the eighth grade class. Plans are currently in development to enlarge the program to include organic waste (lunchroom food) recycling through a pilot program affiliated with local government agencies.

5. Instructional Methods:

Queen of Peace Catholic Academy serves students with varying intellectual and academic needs. In order to meet the students' varying needs, Queen of Peace differentiates instruction in all grades, pre-kindergarten through eighth. Collaboration between the classroom teachers and the learning strategies teacher is a critical component in successfully meeting the students' needs. At the beginning of the school year, screening assessments are administered to determine the student's instructional learning levels.

Once this information has been collected, teachers are able to place students in both homogeneous and heterogeneous learning groups.

Starting in pre-kindergarten students participate in “centers” and small group instruction that focus on reading, writing, math, science, social studies and art. This creates a learning environment in which the students work in small cooperative learning groups with teacher supervision. Center activities and the focus of the small group lessons are appropriately scaffolded and change depending on the skill level of each group.

Starting in sixth grade, the middle school students engage in “office hours” with the learning strategies teacher individually or in small groups. These lessons may include but are not limited to: review of a specific skill, studying for tests, organizational strategies, or note taking. Each student’s individual needs are able to be addressed during “office hours.”

In addition to traditional instructional methods, the students at Queen of Peace Catholic Academy engage in a variety of different learning opportunities throughout the day. It is evident that the students are learning when they are in the science lab participating in inquiry based activities, lead oral presentations, or teach content they have studied to their peers. Assessments that are authentic and real life allow the teachers to gauge if the taught skills have been mastered.

Differentiated instructional methods and assessments allow all students at Queen of Peace Catholic Academy to experience success and develop a true love for learning.

6. Professional Development:

Since accreditation in 2007, the goals of our School Improvement Plan have driven development. This plan was formulated following a series of surveys administered to faculty, parents, students, and community-where needs were identified and challenges put forth. The results identified that students could improve in their ability to monitor their own work and to take risks in being creative or attempting new methods. Therefore, new professional topics were presented i.e.; Cooperative Learning, Differentiated Instruction, Student Self-Management, the Seven Correlates of Effective Teaching and the use of rubrics. Education consultants and faculty members were utilized for these presentations. In addition, the faculty read and discussed professional books, including *Curriculum 21* edited by Heidi Hayes Jacobs.

With the strength of positive, energizing professional development sessions, teachers accepted the challenge to enrich their classroom learning. The use of cooperative learning enabled all students to participate on their level within the given topic. From the start all students gained from this technique; all were involved. The students with greater ability provided information and challenge to those with lesser ability. Everyone gained in this win-win situation. Likewise, through the concepts of differentiated instruction, individual student needs were addressed. Thus, cooperative learning, differentiated instruction, the use of study skills, grading through rubrics and student self-evaluation strategies have brought success to student learning. Student daily achievement, classroom interaction and overall grades increased. It has been noted that students have become more attentive to their own role in self-monitoring and using newly learned study techniques.

7. School Leadership:

The leadership model at Queen of Peace is spherical with the principal in the center surrounded by the pastor, assistant principal, Faculty commission and Advisory Board. It expands outward to include the Faculty and Staff, parent/faculty committees and the parents. Together we form a secure circle where the participation on the appropriate level is welcomed and appreciated. The principal as the spiritual and educational leader of the school consults with the pastor and provides vision which moves outwards and flows inward growing and expanding to provide the best possible education for the students, as well as professional and spiritual growth for the adults in the school community.

The pastor and principal meet weekly to share and discuss the status of the school focus and to brainstorm possibilities for the future. The Faculty Commission meets weekly for the same purpose. This group is comprised of the principal, assistant principal, a teacher and the community relations staff member. Ideas gleaned from both of these meetings are shared with the Faculty at the monthly faculty meetings and /or the Team Leader meetings where discussions give shape to the dream. Additional formation occurs with the Advisory Board and parent committees. From the various inputs, a policy is outlined or an event is planned or a tradition is born.

Always in the forefront at Queen of Peace Academy is the child. This is evident in the scope of assistance and dedication of our Learning Strategies teacher, the weekly tests which are reviewed by the principal and the ongoing scrutiny of the yearly standardized tests results. From this analysis, plans are formulated for improvement, enrichment and enhancement of the daily lessons. The level of activity, using such means as centers and cooperative learning, has significantly increased the productivity, excitement and enthusiasm for learning.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>
K	1st	2nd	3rd	4th	5th
<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$3900</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5554

5. What is the average financial aid per student? \$3675

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 26%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score		78	95	80	76
Number of students tested		43	27	26	25
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	80	91	80	79
Number of students tested	48	43	26	27	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	90	86	70	62
Number of students tested	49	28	28	27	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	87	78	76	73
Number of students tested	49	28	28	27	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	87	75	84	85
Number of students tested	29	28	28	19	19
Percent of total students tested	100	100	100	19	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	87	84	82	84	83
Number of students tested	29	28	28	19	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	82	85	73	83
Number of students tested	27	27	22	24	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	88	89	81	80
Number of students tested	27	27	22	24	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	69	85	75	83	75
Number of students tested	28	22	28	26	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV17

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	76	83	81	78	67
Number of students tested	28	22	28	26	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Average Score	80	79	89	73	
Number of students tested	24	26	26	22	
Percent of total students tested	24	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Average Score	78	83	81	72	
Number of students tested	24	26	26	22	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	78	87	66		
Number of students tested	23	25	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS

Edition/Publication Year: A Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	82	84	70		
Number of students tested	23	25	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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